

Grade 6 SS/ELA
Unit 1: Geography Lesson 2

Lesson 2: What are those things? How do maps help us understand the world we live in?

Overview:

Students will understand the key elements of a map. During this lesson students will label the elements in a map. From there, the students will practice reading maps.

Suggested time allowance: 1 class period

Standards:

- SS.3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.
- L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- RH.6.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Enduring Understanding:

- Geography affects the life and development of a civilization.

Essential Unit Question:

- How do use the elements on a map to learn about our world?

Resources/Materials for this lesson:

- “Unfolding the Earth - Myriahedral projections.” WatchKnow.
<http://www.watchknow.org/Video.aspx?VideoID=20051> How can we unfold the Earth? Making a map of the earth is a classic problem. Here a new method is shown: Divide the surface of the globe in many triangles. Professional video with computer animation but no text and no narration. Free video.
- “Elements of a Map.” SMARTBoard Activity (included)
- Glossary worksheet. (included)
- “Reading Maps: Comprehension Questions” (included)
- Globe
- Physical and Political Maps of the Eastern hemisphere (included)

Activities/Procedures:

Day 1

1. As a motivator show the video “Unfolding the Earth.” Ask students to respond in their journals: “Why is the earth displayed in many different ways?”

Grade 6 SS/ELA
Unit 1: Geography Lesson 2

2. Ask the students, “How do we display the earth in a visual form?” After they answer, project or display both a physical and political map of the Eastern Hemisphere and hold up a globe. Briefly discuss what each is used for and how they differ.
3. Distribute the Glossary worksheet. (included) Tell students that they are to fill in the definition of each word as the lesson progresses. They will complete the worksheet for homework.
4. Display “Elements of a Map” SMART Board Activity slide 1 (included) Ask, “How do maps help us?” (If the technology is not available duplicate the file for each student, and use the white board or black board for recording.) Students will brainstorm in groups for 2 minutes
5. Teacher will have the groups share their ideas and record them on the SMART Board slide 2. Lead the students to the conclusion that maps help us see our big world in smaller parts.
6. Have students respond in their journals to the question “How can maps help us understand the world and its history?” Add their sentences to SMART Board slide 3.
7. Distribute copies of SMART Board slide 4 and project the slide. Ask, “Why can’t we understand what is on this map?” Label the map with elements that will help us interpret it, as students label their copies.
8. Have students come up to the board to slide each element to correct spot in map.
9. Project SMART Board slide 5. Distribute “Reading Maps: Comprehension Questions” (included) and have students complete the questions with a partner/group.

Evaluation/Assessment:

- Completed “Reading Maps: Comprehension Questions” (included)
- Homework: Glossary Worksheet (included)

Vocabulary (See Unit Glossary for definitions)

- Compass Rose
- cardinal directions
- intermediate directions
- title
- scale
- legend
- grid
- locator map